



Leading an Outstanding Department

Maximising Progression



Outline

- Context – Latest OFSTED Result
- Monitoring Progress
- Closing the gap
- Managing Mark load
- Student perspective



Context

| | 2004 | 2009 | 2012 | 2013 | 2014 (No early entry) | 2015 |
|---------------------|--------------|--------------|--------------|--------------|--------------------------|--------------|
| A*/A | - | 16% | 19% | 22% | 15% | 22% |
| A* to C National | 46% (52%) | 57% (60%) | 81% (70%) | 81% (73%) | 71% (67%) | 82% (67%) |
| Percentile rank | 82 | 16 | 8 | 18 | 25 | 11 |
| Value Added | - | 1002 | 1003.3 | 1002 | 1001.7 | 1001.8 |
| 3 levels progress | - | 66% | 89% | 80% | 76% | 87% |
| 4 levels progress | - | 30% | 56% | 41% | 29% | 50% |



How did we do it

- Entry Policy
- Personalised Learning
 - Differentiated Scheme of Work
 - Regular common assessment
 - Used to personalise learning
 - Targeted intervention groups
 - Independent study



Monitoring Progression...

Half Term Tests

FOUNDATION

1. Write these ratios in their simplest form

a) 12: 40

b) 4:2:8

2. The ratio of boys to girls in a class is 5:4 ,

3.

Complete the table of values for $y = 2x + 4$

| | | | |
|---|----|---|---|
| x | -1 | 0 | 1 |
| y | | 4 | |

On the grid, draw the graph of $y = 2x + 4$ for

FOUNDATION/HIGHER

8. a) $5\frac{1}{8} - 2\frac{3}{5}$

HIGHER

14.

a) On a particular day £1 will buy \$1.18. Find the cost in pounds of a cola costing \$3.54

..... (3)

b) The area of wall to be painted and the number of litres of paint needed are directly proportional.

6 litres of paint will cover an area of $30m^2$. Write a formula connecting the area of wall (A) and the number of litres of paint needed (L).

..... (2)



Monitoring Progression...

Feedback

Name:

| TOPIC | MARKS AVAILABLE | MARKS ACHIEVED |
|----------------------------------|-----------------|----------------|
| multiplying fractions | 2 | 2 |
| probability | 1 | 1 |
| listing outcomes | 3 | 3 |
| rotation | 2 | 2 |
| BIDMAS | 4 | 4 |
| writing numbers in standard form | 4 | 4 |
| estimating probability | 2 | 2 |
| tree diagrams | 4 | 2 |
| describing rotations | 3 | 3 |
| calculating in standard form | 6 | 5 |
| probability (Venn diagrams) | 3 | 1 |
| vectors | 6 | 0 |
| fractional indices | 5 | 0 |
| simplifying algebra | 5 | 0 |
| TOTAL | 50 | 29 |

| | | |
|---------------------|----|------------|
| Foundation | 16 | 16 |
| Foundation/Higher | 15 | 12 |
| Higher | 19 | 1 |
| Foundation % | | 100% |
| Foundation/Higher % | | 80% |
| Higher % | | 5% |
| TOTAL % | | 58% |



- **BIRT time** (Branston Improvement and Reflection Time)
- **Personalised homework**
- **Parental involvement**
- **Intervention**



Monitoring Progression...

Whole School Monitoring System



Monitoring Progression...

Whole School Monitoring System

Evaluation Report

| | |
|-------------------|-------------|
| Department | Mathematics |
| Year Group | 11 |
| Date | 29/01/2016 |

HANDOUT

| | Strengths | Concerns/Areas for Improvement: |
|----------|--|---|
| 1 | Percentage of ALL pupils making 3LP (80.6) Percentage of ALL pupils making 4LP (43) | Percentages of Disadvantaged students making 4LP (13) |
| 2 | Percentage of Lower, Middle and Upper students making 3LP (88.9, 89.3, 42.9) | Gap between Disadvantaged and non disadvantaged making 3LP (22.9) |
| 3 | VA9 (Raise) for all categories is above 1000 | Percentage of SEN WITHOUT A STATEMENT making 3LP (60.9) |

Review of 'Concerns/Areas for Improvement' action points from previous assessment point:

Members of staff have talked with SB about students who are not currently predicted to make 3LP. A Pupil Premium breakfast club has now been set up. Selected students are collected and brought to school on a Tuesday or Thursday morning. They get a free breakfast and revise maths from 8am until 8:45am. Intervention programmes continue across the department on a Monday and Wednesday lunchtime. Staff



Monitoring Progression...

Why is this useful?

| Year 10 Assessment Checks | | | | | | | | | | | | | Half Term Test Scores | | | | | | Year 10 Mock Summer | | |
|---------------------------|----|----|----|----|-----|-----|----|----|----|----|---|----|-----------------------|---|---|----|----|----|---------------------|-----|-------|
| 1 | | | | 2 | | | | 3 | | | | | 1 | 2 | 3 | 4 | 5 | 6 | % | GRA | LP |
| ED | GI | FF | D | L | PRE | GRA | FF | D | L | ED | D | FF | D | L | | | | | | | |
| C | B | | 3 | C | 5 | B | | 3 | D | 4 | B | | 2 | | | 13 | | | 41 | F | 0 |
| C | B | | 3 | C | 4 | B | | 3 | C | 4 | B | | 3 | | | 10 | | | 55 | E | 1 |
| C | B | | 3 | C | 4 | B | | 3 | C | 4 | B | | 3 | | | 7 | 19 | 8 | 62 | E | 1 |
| D | C | D | 2 | D | 3 | C | D | 2 | C | 4 | C | D | 3 | | | 6 | 19 | 14 | 63 | E | 1 |
| | | | ## | | | | | ## | | | | | ## | | | | | | | | ##### |
| D | C | D | 2 | D | 3 | C | D | 2 | D | 3 | C | D | 2 | | | 8 | 15 | 13 | 50 | E | 1 |
| C | B | | 3 | C | 5 | B | | 3 | C | 5 | B | | 3 | | | 35 | | | 23 | D | 2 |
| B | B | | 4 | B | | B | | 4 | B | 6 | A | | 4 | | | 31 | | | 42 | C | 3 |
| A* | A | | 4 | A* | 9 | A | | 4 | A* | A | | 4 | | | | 80 | | | 77 | A | 3 |
| C | E | Q | 2 | C | | C | M | 2 | C | 5 | C | M | 2 | | | 14 | | | 21 | D | 1 |
| A | B | | 4 | A | 7 | A | | 4 | A | A | | 4 | | | | 49 | | | 53 | C | 2 |
| C | B | | 3 | C | 5 | B | | 3 | B | 5 | B | | 4 | | | | | | 71 | D | 2 |
| C | B | | 3 | C | 4 | B | | 3 | C | 4 | A | | 3 | | | 18 | | | 52 | E | 1 |
| B | B | | 4 | B | | A | | 4 | B | 6 | B | | 4 | | | 31 | | | 27 | D | 2 |
| C | A | | 3 | C | 5 | B | | 3 | B | 5 | B | | 4 | | | 33 | | | 30 | D | 2 |
| A* | B | | 5 | A* | 8 | A | | 5 | A* | | A | | 5 | | | 63 | | | 72 | A | 4 |
| B | B | | ## | B | 6 | A | | ## | B | | A | | ## | | | 58 | | | 46 | C | ##### |
| A | A | | 4 | A | 8 | A | | 4 | A* | | A | | 5 | | | | | | 68 | B | 3 |
| D | D | D | 2 | C | 4 | D | Q | 3 | C | 4 | C | Q | 3 | | | 20 | 36 | 11 | 70 | D | 2 |
| B | A | | 4 | B | | A | | 4 | B | 6 | A | | 4 | | | 52 | | | 35 | C | 3 |
| A | B | | 4 | A | 8 | A | | 4 | A | | A | | 4 | | | 66 | | | 57 | B | 3 |
| A | C | D | 4 | A | 7 | B | | 4 | B | | C | M | 3 | | | 35 | | | | | ##### |
| C | A | | 4 | C | 4 | A | | 4 | C | 4 | A | | 4 | | | 27 | 22 | 13 | 53 | E | 2 |
| C | C | B | 3 | C | 4 | D | B | 3 | C | 4 | C | M | 3 | | | 44 | | | 57 | E | 1 |
| A | C | Q | ## | A | 7 | B | Q | ## | A | | B | | ## | | | 68 | | | 57 | B | ##### |
| C | B | | 3 | C | 4 | B | | 3 | D | 3 | B | | 2 | | | 5 | | | 46 | F | 0 |
| B | B | | 3 | C | 5 | B | | 2 | B | 5 | B | | 3 | | | 41 | | | 31 | D | 1 |
| D | B | H | 3 | D | 3 | C | M | 3 | E | 2 | C | M | 2 | | | 14 | 9 | 7 | 31 | G | 0 |
| D | C | B | 3 | D | 3 | D | B | 3 | D | 3 | C | H | 3 | | | 14 | | | | | |
| B | A | | 4 | B | | A | | 4 | B | 6 | A | | 4 | | | 44 | | | | | |

HANDOUT



| Progress Check Class Review 2 | | | | | | | | | | | | | | | |
|---|-----|--|----------------|------------|----------------|----------|----------------|-----|-----|-----|-----|-----|-----|--|--|
| Teacher: | SB | | Date | 22/02/2016 | | | | | | | | | | | |
| Class: | 7N3 | | | | | | | | | | | | | | |
| Progress of Disadvantaged Students | | | | | | | | | | | | | | | |
| Student Name(s) | | | Progress Check | SLP | Below expected | Expected | Above Expected | 7.2 | 7.4 | 8.2 | 8.4 | 9.2 | 9.4 | | |
| <div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> </div> | | | M | 4C | 0 | | | | | | | | | | |
| | | | M | 4A | 1 | | | | | | | | | | |
| | | | M | 4C | 0 | | | | | | | | | | |
| | | | AD / M / SEN | 4B | 0 | | | | | | | | | | |
| | | | M | 4B | 1 | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |



| Intervention Strategies | | | | | | | | | | n for strategy not being used | | | | | | |
|-------------------------|---------------------------|--------------------------|-------------|----------------------------|-----------------|-------------|-------------------------------------|------------------|--------------------|-------------------------------|----------------------|-----------------------------------|---|------------------|---------------------------|--------------------------|
| | | | | | | | | | | y for strategy being used | | | | | | |
| Student Name(s) | Conversation with student | Additional task(s) / set | Repeat test | Note to parents in planner | Phone call home | Letter home | Lunchtime/After-school intervention | New seating plan | Re-seat individual | Change of group or set | Targetted TA support | Targetted Student Support Officer | Communication with whole-school intervention team | Pastoral Support | Whole Department Strategy | Other Please State Below |
| [Redacted] | | | | | | | | | | | | | | | | |
| L / SRN | | | | | | | | | | | | | | | | |
| M / SEN | | | | | | | | | | | | | | | | |
| M / SEN | | | | | | | | | | | | | | | | |
| L | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |



Closing the Gap

| WHOLE SCHOOL | 2013 | | 2014 | | 2015 | |
|---------------|--------|--------|--------|--------|--------|--------|
| | Cohort | School | Cohort | School | Cohort | School |
| Disadvantaged | 21 | 981.0 | 31 | 995.7 | 19 | 1019.7 |
| Other Pupils | 151 | 1022 | 146 | 1028 | 160 | 1041.3 |
| GAP | | 41 | | 32.3 | | 21.6 |

| Mathematics | 2013 | | 2014 | | 2015 | |
|---------------|--------|--------|--------|--------|--------|--------|
| | Cohort | School | Cohort | School | Cohort | School |
| Disadvantaged | 21 | 997.5 | 31 | 1000.4 | 19 | 999.7 |
| Other Pupils | 151 | 1002.7 | 146 | 1002.0 | 160 | 1003.2 |
| GAP | | 5.2 | | 1.6 | | 3.5 |



Closing the Gap

Strategies:

- Breakfast Club – Targeted intervention
Students collected (pretty much from their front door)
- Regular communication with parents
- Lunch time intervention
- Barriers to Learning



Closing the Gap

| | December Mock to March Mock Improvement (%) |
|---------------------------|---|
| Student 1 | 11.5 |
| Student 2 | 2 |
| Student 3 | 21 |
| Student 4 | 8 |
| Student 5 | 18 |
| Student 6 | 13 |
| Student 7 | 12 |
| Student 8 | 9 |
| Average % improvement | 11.8 |
| Average Grade Improvement | 0.8 |

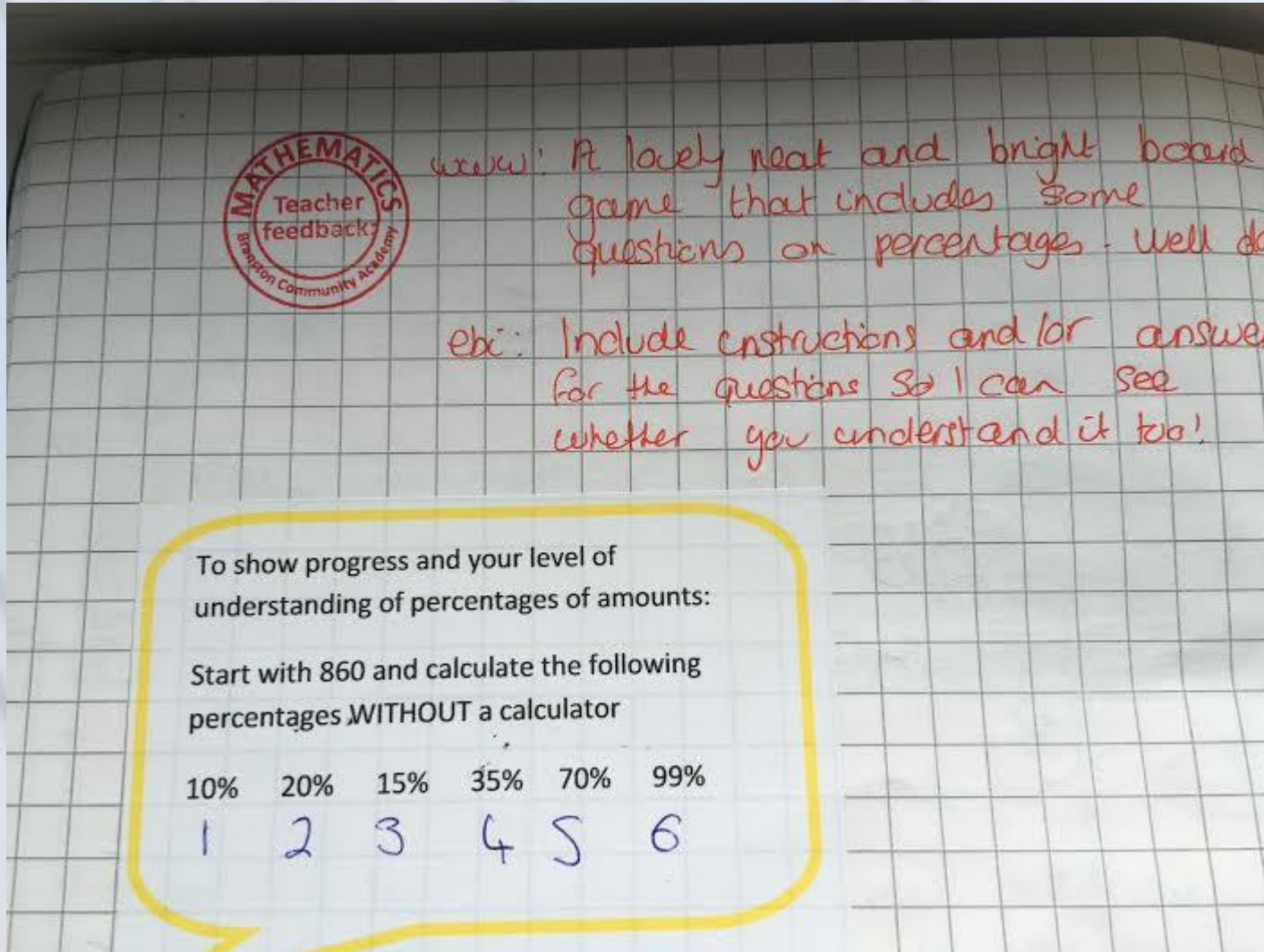


Managing Mark Load

- Introduction of Progress Book
- Selective Marking
- Peer and Self Reviews



Managing Mark Load



Managing Mark Load

Pr...

Learn a fantastic start to the year.
You have attempted every question.
Be careful! Section D is a little difficult to follow.

Reflection Time

(1) Extension sheet

I need to remember that the bigger the number is the smaller the whole number is.

Section D.

(Smallest:) 8.013×10^{-8} , 5.421×10^{-7} , 70173286
 6.72×10^{-9} , 9.321×10^{-3} (Largest)

(Smallest:) 0.099999×10^{-25} , 5055×10^{-24}
 4.001821×10^{-22} , 4.01×10^{-25}
 $1.0020003 \times 10^{-21}$ (Largest)

(Smallest:) 8.004156×10^{-9} , $2.6222222 \times 10^{-12}$
 5.05289×10^{-12} , 7.014×10^{-11} ,
 8.080808×10^{-7} (Largest)

Extension

| | |
|------------|---|
| name: | HAYES Tyler |
| Maths Task | Percentage Change 1 |
| Section 1 | 8(8) |
| Section 2 | 5(10) |
| WWW | Tyler you have clearly demonstrated you know how to increase and decrease amounts by a certain percentage |
| EBI | Improve confidence regarding the use of multipliers. e.g. increase an amount by 12% multiply by 1.12 decrease an amount by 15% multiply by 0.85 |

B. I. R. T

Q2 - Using multipliers
Write down the multipliers for these percentage changes:

To increase an amount by 16%, multiply by 1.16 (1) ✓

To decrease an amount by 21%, multiply by 0.79 (1) ✓

Work out these percentage changes. Use 2 d.p. if needed.

✓ Increase £33 by 60% £ ~~10~~ 52.8 (2)
 33×1.6

✓ Increase £470 by 44% £ 676.8 (2)
 470×1.44

✓ Decrease £44 by 70% £ 13.2 (2)
 44×0.3

✓ Decrease £680 by 13% £ 591.6 (2)
 680×0.87



Managing Mark Load

MATHEMATICS
Student response
Branston Community Academy

Amber: Look at the examples, pick one method and re-attempt questions 12, 13, and 14 on the homework

$$(x+3)(x+2)$$

| | | |
|--------------------------------|-----|----|
| x | x | +2 |
| +3 | +3x | +6 |
| = x ² + 2x + 3x + 6 | | |
| = x ² + 5x + 6 | | |

B.I.R.T.
Branston Improvement & Reflection Time

12) $(x+5)(x+7)$

| | | |
|-----------------------------|-----|-----|
| x | x | +7 |
| +5 | +5x | +35 |
| = x ² + 12x + 35 | | |

13) $(x+5)(x+7)$

| | | |
|-----------------------------|-----|-----|
| x | x | +7 |
| +5 | +5x | +35 |
| = x ² + 10x + 35 | | |

14) $(x+5)(x+7)$

| | | |
|-----------------------------|-----|-----|
| x | x | +7 |
| +5 | +5x | +35 |
| = x ² + 12x + 35 | | |

TESTS

| Name: | Eleanor LOVELL | |
|--------|--------------------------------------|------------|
| Tests: | Adding and Subtracting Whole Numbers | 88% |
| | Multiplying Whole Numbers | 89% |
| | Using Whole Numbers | 36% |
| | Rounding to the Nearest 10 or 100 | 67% |
| | Multiples Assessment | 33% |
| | Length | 73% |
| | Mass | 25% |
| | Time | 80% |
| | Volume | 40% |
| | Position and Cartesian Co-ordinates | 83% |
| | Average Score: | 61% |

B.I.R.T

Self-Review:
I think I am much more confident.

Additional Tasks/Notes
TARGET: (18/11/15) MASS

Remember 1kg = 1000g
1g = 1000mg

```

graph LR
    kg((kg)) -- "x1000" --> g((g))
    g -- "÷1000" --> kg
  
```




Student Perspective

